



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 10, 2012

Dr. George Mack, Interim Superintendent
Walton Central School District
47-49 Stockton Avenue
Walton, NY 13856

Dear Superintendent Mack:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Tamaro

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Friday, June 01, 2012

Updated Friday, December 07, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 121901040000

If this is not your BEDS Number, please enter the correct one below

121901040000

1.2) School District Name: Walton CSD

If this is not your school district, please enter the correct one below

WALTON CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Friday, June 01, 2012

Updated Wednesday, December 05, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80-100% of students will meet the target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-79% of students will meet the target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-59% of students will meet the target

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-59% of students will meet the target

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-79% of students will meet the target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-59% of students will meet the target

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	DCMO BOCES regionally developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target
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2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students will meet the target
Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Gr. 9 - ELA Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	DCMO BOCES regionally developed Gr. 10 - ELA Assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students will meet the target
Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Special Education K-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Special Education Course Specific Assessment
Art K-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Art Course Specific Assessment
Physical Education K-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed PE Course Specific Assessment
Music K-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Music Course Specific Assessment
LOTE K-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed LOTE Course Specific Assessment
Agricultural Education 9-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Agricultural Education Course Specific Assessment
Technology 6-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Technology Course Specific Assessment
Business 9-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Business Course Specific Assessment

Family Consumer Science 6-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Family Consumer Science Course Specific Assessment
Health 6-12	District, Regional or BOCES-developed	DCMO BOCES regionally developed Health Course Specific Assessment
Library K-5	District, Regional or BOCES-developed	DCMO BOCES regionally developed Library Course Specific Assessment
AIS K-5	District, Regional or BOCES-developed	DCMO BOCES regionally developed AIS Course Specific Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and Principal in collaboration will establish individualized student growth targets. These targets will be based on pre-baseline data received from pre-assessments given in the beginning of the year. Based on overall percentage of students who meet or exceed their individualized student growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students will meet the target
Effective (9 - 17 points) Results meet District goals for similar students.	70-79% of students will meet the target
Developing (3 - 8 points) Results are below District goals for similar students.	60-69% of students will meet the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-59% of students will meet the target

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/137598-TXEttx9bQW/Appendix A_1.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, June 01, 2012

Updated Wednesday, December 05, 2012

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Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
5	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.

6	3) Teacher specific achievement or growth score computed locally	NYS ELA assessment for grade 6.
7	3) Teacher specific achievement or growth score computed locally	NYS ELA assessment for grade 7.
8	3) Teacher specific achievement or growth score computed locally	NYS ELA assessment for grade 8.

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>For grades K-5, all teachers will receive a School-wide growth score based on State-provided school-wide growth scores for all students in a school taking the State ELA or Math assessment in grades 4-5. The average of the teacher's growth scores for those teachers who were provided a state score based on student performance for grades 4-5 Math and ELA assessment will be the score for all teachers K-5. If the teachers receive a 0-25 value added score a 0-20 growth score will be converted using attached conversion chart (Appendix A)</p> <p>For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
5	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
6	3) Teacher specific achievement or growth score computed locally	NYS Math assessment for grade 6.
7	3) Teacher specific achievement or growth score computed locally	NYS Math assessment for grade 7.
8	3) Teacher specific achievement or growth score computed locally	NYS Math assessment for grade 8.

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>For grades K-5, all teachers will receive a School-wide growth score based on State-provided school-wide growth scores for all students in a school taking the State ELA or Math assessment in grades 4-5. The average of the teacher's growth scores for those teachers who were provided a state score based on student performance for grades 4-5 Math and ELA assessment will be the score for all teachers K-5. If the teachers receive a 0-25 value added score a 0-20 growth score will be converted using attached conversion chart (Appendix A)</p> <p>For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See attached HEDI table Appendix A

for grade/subject.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

<assets/survey-uploads/5139/137650-rhJdBgDruP/Appendix A.pdf>

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
1	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
2	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
3	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-5, all teachers will receive a School-wide growth score based on State-provided school-wide growth scores for all students in a school taking the State ELA or Math assessment in grades 4-5. The average of the teacher's growth scores for those teachers who were provided a state score based on student performance for grades 4-5 Math and ELA assessment will be the score for all teachers K-5. If the teachers receive a 0-25 value added score a 0-20 growth score will be converted using attached conversion chart (Appendix A)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
1	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
2	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
3	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-5, all teachers will receive a School-wide growth score based on State-provided school-wide growth scores for all students in a school taking the State ELA or Math assessment in grades 4-5. The average of the teacher's growth scores for those teachers who were provided a state score based on student performance for grades 4-5 Math and ELA assessment will be the score for all teachers K-5. If the teachers receive a 0-25 value added score a 0-20 growth score will be converted using attached conversion chart (Appendix A)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYSED Grade 8 Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents Assessment

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment

Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Algebra 1 Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment

Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Assessment
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For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	DCMO BOCES Regionally Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS ELA Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 AIS	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
K-5 Art	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
K-5 Library	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
K-5 Music	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
K-5 Physical Education	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
K-5 Special Education	6(i) School-wide measure based on State-provided measure	NYS ELA and Math assessments for grades 4 and 5.
6-12 Art	5) District/regional/BOCES-developed	DCMO BOCES Regionally Developed Course Specific Assessment

6-12 Family Consumer Science	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
6-12 Music	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
6-12 Physical Education	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
6-12 Special Education	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
6-12 LOTE	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
6-12 Technology	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
9-12 Agricultural Education	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment
9-12 Business	5) District/regional/BOCES–developed	DCMO BOCES Regionally Developed Course Specific Assessment

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grades K-5, all teachers will receive a School-wide growth score based on State-provided school-wide growth scores for all students in a school taking the State ELA or Math assessment in grades 4-5. The average of the teacher's growth scores for those teachers who were provided a state score based on student performance for grades 4-5 Math and ELA assessment will be the score for all teachers K-5. If the teachers receive a 0-25 value added score a 0-20 growth score will be converted using attached conversion chart (Appendix A)</p> <p>For Grades 6-12 teachers in collaboration with their principals will set proficiency benchmarks for all students (proficiency will be 65 or higher for DCMO BOCES regionally developed assessments and NYS Regents Assessment and level 3 NYS 4-8 ELA/Math/Science). The HEDI categories show the overall percentage of students meeting their achievement targets. Teachers will earn up to either 15 points or 20 points depending on NYSED adoption of the value added points model based on the district's Local HEDI Bands chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached HEDI table Appendix A</p>

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI table Appendix A

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/137650-y92vNseFa4/Appendix A.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Teachers in collaboration with the principal will be allowed to set differentiated proficiency benchmarks for students identified with SWD, ELL, poverty, and prior academic history. This will allow teachers to have a more even playing field in regards to their HEDI score who have students who have been identified with one or more of the enumerated factors.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Friday, June 01, 2012

Updated Monday, November 19, 2012

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The 60 points for other measures of teaching effectiveness will be determined using the NYSUT 2012 Teacher Practice Rubric. The teachers will receive a sub-score for each standard of the NYSUT rubric (a rating of 1-4 points). An overall average score will be derived using the sub-scores from all standards. The teacher will receive their score for their other measures of teacher effectiveness (0-60 points) by the end of June.

A. Tenured teaching staff will meet with their evaluator or supervisor prior to their first observation. All teachers will receive multiple observations that will include unannounced visits during the school year.

1.) Classroom Observation: administrator/teacher traditional observation; this involves an announced lesson observation, post conference and may include a pre-conference.

2.) Classroom Observation: administrator/teacher traditional observation; this involves an unannounced lesson observation that will

meet the new requirement of unannounced observations for the APPR regulations, post conference and may include a pre-conference.
OR

Walkthrough Observation: administrator/teacher observation (both parties agree) based on walk-through procedures and form. The walkthroughs will be unannounced and meet the new requirement of unannounced observations for the APPR regulations. This will contain a formal write-up at the completion of the walkthroughs. Walkthrough Procedure and Walkthrough Form (Appendix E F).

3.) *Summative Review: at end of the year, all instructional staff will participate in a summative review of their performance based upon the New York State Teaching Standards and the NYSUT rubric. Summative Form (Appendix-G).*

B.) *Non-Tenured teaching staff will meet with their evaluator or supervisor prior to their first observation. All teachers will receive multiple observations that will include unannounced visits.*

1.) *Classroom Observation: administrator/teacher traditional observation; this involves an announced lesson observation, post conference and may include a pre-conference.*

2.) *Classroom Observation: administrator/teacher traditional observation; this involves an unannounced lesson observation that will meet the new requirement of unannounced observations for the APPR regulations, post conference and may include a pre-conference.*

3.) *Walkthrough Observation: administrator/teacher observation (both parties agree) based on walk-through procedures and form. The walkthroughs will be unannounced and meet the new requirement of unannounced observations for the APPR regulations. This will contain a formal write-up at the completion of the walkthroughs. Walkthrough Procedure and Walkthrough Form (Appendix E F).*

4.) *Summative Review: at end of the year, all instructional staff will participate in a summative review of their performance based upon the New York State Teaching Standards and the NYSUT rubric. Summative Form (Appendix G).*

See Appendix G H for Scoring Calculation and Conversion Chart.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

<assets/survey-uploads/5091/137680-eka9yMJ855/Appendix E, F, G H.pdf>

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See Appendix H
Effective: Overall performance and results meet NYS Teaching Standards.	See Appendix H
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See Appendix H
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See Appendix H

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/186828-Df0w3Xx5v6/Appendix L.docx](#)

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

Appeals Process

A teacher may challenge the overall rating (Ineffective only) on the summative evaluation or an unsatisfactory rating on a principal/teacher improvement plan. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

- *The teacher must submit to the evaluator (building principal) additional information specific to the point of disagreement, using the “challenge” document (see Appendix K), in writing no later than ten (10) working days of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the summative evaluation.*
- *The evaluator (building principal) will meet with the teacher no later than five (5) working days of receipt of the appeal and will issue a written decision. If the challenge is upheld, then the process ceases and the evaluation score will be revisited and modified within ten (10) working days. If the challenge is denied, the decision of the evaluator may be appealed to the superintendent of schools within five (5) working days.*
- *The challenge, together with the record, will be forwarded to the superintendent of schools for review within five (5) working days.*
- *No later than ten (10) working days of receiving the written challenge, the superintendent shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.*
- *At any time during the appeals process, the superintendent may interview the teacher and/or the evaluator (building principal).*
- *If the challenge is upheld, then the evaluation score will be revisited and will be modified within ten (10) working days.*
- *If the challenge is denied, the superintendent’s decision shall state the reasons for the denial.*
- *The determination of the Superintendent of Schools or his/her designee as to the substance of the Annual Professional Performance Review shall not be grievable, arbitrable, or reviewable in any other forum.*

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Training Provided to Evaluators, Staff and Lead Evaluators

- (a) *The “lead evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term “evaluator” shall include any administrator who conducts an observation or evaluation of a teacher.*
- (b) *All evaluators shall successfully complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations on a yearly basis to ensure inter-rater reliability. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.*
- (c) *Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.*
- (d) *Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.*
- (e) *Teaching staff will be provided stakeholder training which will include the training on the evaluation system, the use of the NYS Teaching Standards, the NYSUT Rubric, all forms and procedures associated with the APPR process and the contractual procedures inherent in the plan.*

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual	Checked
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professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

Middle School/High School Principal 6-12
Elementary Principal Pre K-5
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, October 02, 2012

Updated Wednesday, December 05, 2012

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Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	DCMO BOCES regionally developed assessments for ELA and Math for grades K-3.
6-12	(g) % achieving specific level on Regents or alternatives	Regents results from the NYS Regents Living Environment, Algebra, Global Studies, American History, and ELA.

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Elementary School: Based on the average of students reaching proficiency (65% or higher) on the following grade level assessments: Kindergarten DCMO BOCES regionally developed ELA assessment Kindergarten DCMO BOCES regionally developed Math assessment 1st grade DCMO BOCES regionally developed ELA assessment 1st grade DCMO BOCES regionally developed Math assessment 2nd grade DCMO BOCES regionally developed ELA assessment 2nd grade DCMO BOCES regionally developed Math assessment 3rd grade DCMO BOCES regionally developed ELA assessment 3rd grade DCMO BOCES regionally developed ELA</p>
--	---

assessment
The overall percentage of students meeting or exceeding proficiency (65% or higher) will be converted to a HEDI score using the 20 point or 15 point HEDI scale depending on the adoption of the value added model.

High School: Based on the overall percentage of students reaching proficiency level (65 or higher) on the NYS five gatekeeper regents assessments (Living Environment, Algebra, Global Studies, American History, and ELA). The average of the number of students meeting or exceeding proficiency will be converted to a HEDI score using the 20 point or 15 point HEDI scale depending on the adoption of the value added model.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See appendix A

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See appendix A

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See appendix A

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See appendix A

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

<assets/survey-uploads/5366/186847-qBFVOWF7fC/Appendix A.pdf>

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	DCMO BOCES regionally developed assessments for ELA and Math for grades K-3.
6-12	(g) % achieving specific level on Regents or alternatives	Regents results from the NYS Regents Living Environment, Algebra, Global Studies, American History, and ELA.

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Elementary School: Based on the average of students reaching proficiency (65% or higher) on the following grade level assessments: Kindergarten DCMO BOCES regionally developed ELA assessment Kindergarten DCMO BOCES regionally developed Math assessment 1st grade DCMO BOCES regionally developed ELA assessment 1st grade DCMO BOCES regionally developed Math assessment 2nd grade DCMO BOCES regionally developed ELA assessment 2nd grade DCMO BOCES regionally developed Math assessment 3rd grade DCMO BOCES regionally developed ELA assessment 3rd grade DCMO BOCES regionally developed ELA assessment The overall percentage of students meeting or exceeding proficiency (65% or higher) will be converted to a HEDI score using the 20 point or 15 point HEDI scale depending on the adoption of the value added model.</p> <p>High School: Based on the overall percentage of students reaching proficiency level (65 or higher) on the NYS five gatekeeper regents assessments (Living Environment, Algebra, Global Studies, American History, and ELA). The average of the number of students meeting or exceeding proficiency will be converted to a HEDI score using the 20 point or 15 point HEDI scale depending on the adoption of the value added model.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See appendix A</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See appendix A</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See appendix A</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See appendix A</p>

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5366/186847-T8MlGWUVm1/Appendix A.pdf

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 02, 2012

Updated Wednesday, December 05, 2012

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The 60 points for other measures of principal effectiveness will be determined using the Multidimensional Principal Performance Rubric. The Principal will receive a sub-score for each standard of the Multidimensional Principal Performance Rubric (a rating of 1-4 points). An overall average score will be derived using the sub-scores from all standards. The Principal will receive their score for their other measures of principal effectiveness (0-60 points) by the end of June.

The Superintendent's assessment shall be based on multiple measures in a variety of settings, as agreed to between the Superintendent and principal to be completed no later than June 30th. An additional source of information for the Superintendent's consideration in utilizing the rubric and instrument shall be a portfolio of school documents related to components of the rubric provided to the Superintendent at a mutually agreed upon date. The Superintendent will provide a draft copy of the principal's rubric scores and the principal will have reasonable opportunity to respond if the evaluated principal believes any score(s) provided should be reconsidered.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5143/186934-pMADJ4gk6R/Rubric Score to Sub Component Conversion Chart_1.pdf](#)

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	See attached Rubric Score to Sub Component Conversion Chart
Effective: Overall performance and results meet standards.	See attached Rubric Score to Sub Component Conversion Chart
Developing: Overall performance and results need improvement in order to meet standards.	See attached Rubric Score to Sub Component Conversion Chart
Ineffective: Overall performance and results do not meet standards.	See attached Rubric Score to Sub Component Conversion Chart

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, October 02, 2012

Updated Monday, November 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/186944-Df0w3Xx5v6/Building Principal Improvement Plan.doc](assets/survey-uploads/5276/186944-Df0w3Xx5v6/Building_Principal_Improvement_Plan.doc)

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

A Principal may challenge the overall rating (Ineffective only) on the summative evaluation or an unsatisfactory rating on a principal improvement plan. In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

• The Principal must submit to the evaluator (Superintendent) additional information specific to the point of disagreement, using the "challenge" document, in writing no later than ten (10) working days of receipt of the summative evaluation or the unsatisfactory

improvement plan. Such written response shall become part of the appraisal record and shall be attached to the summative evaluation.

- The evaluator (Superintendent) will meet with the principal no later than five (5) working days of receipt of the appeal and will issue a written decision within ten (10) working days. If the challenge is upheld, then the process ceases and the evaluation score will be revisited and amended. If the challenge is denied, the decision of the evaluator may be appealed within five (5) working days to a three member panel consisting of a Superintendent's Designee, other building principal, and a mutually agreed upon third party shall be formed.

- The panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the appeal.

- The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

- A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. If the challenge is denied, the panel's decision shall state the reasons for the denial.

- The determination of the Appeal Panel as to the substance of the Annual Professional Performance Review shall not be grievable, arbitrable, or reviewable in any other forum.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Training and Certification of Lead Evaluators and Evaluators

Training will be completed and recertified on a yearly basis. Upon successful completion of training the evaluator will be certified. Recertification is in the same manner. Successful completion of training will ensure inter-rater reliability.

Any evaluator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the Regulations of the Commissioner of Education prior to conducting a principal evaluation.

The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations. Training for lead evaluators may include the following topics:

- New York State Teaching Standards and International ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any and all assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Inter-rater reliability

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards (teachers) or ISLLC Standards (principal), the district's teacher practice rubric (teacher) or school administrator rubric (principal), forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the date of a new hire beginning of each subsequent school year for newly hired staff.

11.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following	Checked
---	---------

the school year for which the building principal's performance is being measured.	
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Tuesday, October 02, 2012

Updated Friday, December 07, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/186695-3Uqgn5g9Iu/District Certification Form 12.7.2012.pdf](assets/survey-uploads/5581/186695-3Uqgn5g9Iu/District%20Certification%20Form%2012.7.2012.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Appendix A

WALTON CSD'S GROWTH AND LOCAL 20 POINT HEDI BAND

Highly Effective	20	95-100
	19	90-94
	18	80-89
Effective	17	79
	16	78
	15	77
	14	76
	13	75
	12	74
	11	73
	10	72
	9	70-71
Developing	8	68-69
	7	66-67
	6	63-65
	5	62
	4	61
	3	60
Ineffective	2	45-59
	1	21-44
	0	0-20

WALTON CSD'S GROWTH AND LOCAL 15 POINT HEDI BAND

Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	63-64
	6	61-62
	5	59-60
	4	57-58
	3	55-56
Ineffective	2	36-54
	1	19-35
	0	0-18

WALTON CSD'S 25 point to 15 point Conversion Chart

Highly Effective	25	15
	24	15
	23	14
	22	14
Effective	21	13
	20	13
	19	12
	18	12
	17	11
	16	11
	15	10
	14	10
	13	9
	12	9
	11	8
Developing	10	8
	9	7
	8	7
	7	6
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

WALTON CSD'S 25 point to 20 point Conversion Chart

Highly Effective	25	20
	24	19
	23	19
	22	18
Effective	21	17
	20	16
	19	16
	18	15
	17	15
	16	14
	15	14
	14	13
	13	12
	12	11
	11	10
10	9	
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Appendix E

WCS Walkthrough Explanation

INSTRUCTIONALLY FOCUSED FOR STUDENT ACHIEVEMENT

The walkthrough will be a 5-10 minute visit to a classroom that will focus on critical elements of effective instruction and student learning.

The purpose of the walkthrough is to:

- Give staff qualitative evidence-based feedback to stimulate conversations about teaching and learning.
- Reinforce attention to a focus on teaching and learning priorities within the classroom.
- Gather and provide qualitative data about instructional practice (aligned with APL) and student learning to supplement other data about school and student performance.

Description of a Walkthrough

A walkthrough is:

- An observation technique that provides numerous opportunities for feedback that links effective practices with desired district outcomes.
- A snapshot of the instructional focus within a classroom
- A way to create a high level of conversation between the faculty and administration on instruction.

Benefits of the Walkthrough:

- Supports continuous school improvement
- Strengthens focus on teaching and learning
- Makes administrators' presence in classrooms more frequent and more purposeful
- Aligns teachers and administrators in terms of expectations
- Uses time effectively
- Creates a common ground for discussing academic improvement
- Keeps the administrator "in-touch" with the day-to-day happenings in the classroom
- Enables administrators to know teachers' strengths and weaknesses
- Encourages the administrator to be visible and to provide feedback
- Reinforces the administrator's vested interest in what goes on daily in school
- Improves rapport with students and decreases discipline issues
- Increases appreciation by/of teachers
- Stimulates sharing within faculties about the effective practices and positive happenings in classrooms
- Provides for quality reflection on teaching and learning
- Stimulates additional opportunities for professional dialogue

The Mechanics of the Walkthrough

- Administrators will visit the classroom for a 5-10 minute walkthrough during an instructional time.
- The administrator will fill out the walkthrough form which will be distributed electronically or in paper form to the faculty member within 5 instructional days.
- The faculty member will return the signed form with any questions and/or concerns within 5 instructional days of receipt.
- After performing a minimum of 5 walkthroughs the administrator, in lieu of the standard observation, will complete a written observation based on the walkthroughs.

Appendix F(OASYS Document)

WALTON CENTRAL SCHOOL INSTRUCTIONALLY FOCUSED FOR STUDENT ACHIEVEMENT

Walk-Through Observation

NAME: _____ SUBJECT: _____ TIME: _____ DATE: _____

NYS Teaching Standards I-V

I. Knowledge of Students and Student Learning

Student Centered

Various Learning Styles Addressed

Use of Technology

Developmentally Appropriate

Comment: _____

II. Knowledge of Content and Instructional Planning

Objectives/Expectation

Materials Ready

Effective Use of Time

Agenda on Board

Comment: _____

III. Instructional Practice

Active Teaching

Clear Direction/Procedures

Quality of Questions (1-Basic- High)

Coherent Instruction (lesson flows)

Literacy Component: Listening Speaking Reading Writing

Comment: _____

IV. Learning Environment

Classroom Management

Motivation/Praise

Participation/Engagement

Conducive Learning Environment

Comment: _____

V. Assessment for Student Learning

Bell Ringer Utilized

Assessment/Instruction aligned

Checking for Understanding

Clear Format/Directions for Assessments

Comment: _____

Rating of Areas Observed: _____

Rating: 4 - Highly Effective 3 - Effective 2 - Developing 1 - Ineffective

Administrator's Signature

Date

Teacher's Signature

Date

Teacher comments may be attached.

Appendix G

Summative Evaluation Walton Central School District

Teacher: Teacher Name, Teacher Position

Observation: Date (Course)

Observer: Building Principal Name

Summary of Year:

Indicators of Success:

1. Knowledge of Students and Student Learning.
2. Knowledge of Content and Instructional Planning.
3. Instructional Practice.
4. Learning Environment.
5. Assessment for Student Learning.
6. Professional Responsibilities and Collaboration
7. Professional Growth.

Recommendations:

1. Knowledge of Students and Student Learning:
2. Knowledge of Content and Instructional Planning:
3. Instructional Practice:
4. Learning Environment:
5. Assessment for Student Learning:
6. Professional Responsibilities and Collaboration:
7. Professional Growth:

Conclusions:

Observer's Signature: _____ Date: _____ Teacher's

Signature: _____ Date: _____

Sample NYSUT Rubric Score

Standard 1 Knowledge of Students and Student Learning	2.5 out of 4
Standard 2 Knowledge of Content and Instructional Planning	3.5 out of 4
Standard 3 Instructional Practice	3.5 out of 4
Standard 4 Learning Environment	3 out of 4
Standard 5 Assessment for Student Learning	3 out of 4
Standard 6 Professional Responsibilities and Collaboration	3 out of 4
Standard 7 Professional Growth	2.5 out of 4
Subtotal	21 out of 28
Divide by 7	3 out of 4
Total score of professional practice	58 out of 60

Appendix H

RUBRIC SCORE TO SUB-COMPONENT CONVERSION CHART

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		52
2		53
2.1		54
2.2		54
2.3		55
2.4		56
Effective 57.58		

2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Appendix A

WALTON CSD'S GROWTH AND LOCAL 20 POINT HEDI BAND

Highly Effective	20	95-100
	19	90-94
	18	80-89
Effective	17	79
	16	78
	15	77
	14	76
	13	75
	12	74
	11	73
	10	72
	9	70-71
Developing	8	68-69
	7	66-67
	6	63-65
	5	62
	4	61
	3	60
Ineffective	2	45-59
	1	21-44
	0	0-20

WALTON CSD'S GROWTH AND LOCAL 15 POINT HEDI BAND

Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	63-64
	6	61-62
	5	59-60
	4	57-58
	3	55-56
Ineffective	2	36-54
	1	19-35
	0	0-18

WALTON CSD'S 25 point to 15 point Conversion Chart

Highly Effective	25	15
	24	15
	23	14
	22	14
Effective	21	13
	20	13
	19	12
	18	12
	17	11
	16	11
	15	10
	14	10
	13	9
	12	9
	11	8
Developing	10	8
	9	7
	8	7
	7	6
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

Appendix A

WALTON CSD'S GROWTH AND LOCAL 20 POINT HEDI BAND

Highly Effective	20	95-100
	19	90-94
	18	80-89
Effective	17	79
	16	78
	15	77
	14	76
	13	75
	12	74
	11	73
	10	72
	9	70-71
Developing	8	68-69
	7	66-67
	6	63-65
	5	62
	4	61
	3	60
Ineffective	2	45-59
	1	21-44
	0	0-20

WALTON CSD'S GROWTH AND LOCAL 15 POINT HEDI BAND

Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	63-64
	6	61-62
	5	59-60
	4	57-58
	3	55-56
Ineffective	2	36-54
	1	19-35
	0	0-18

WALTON CSD'S 25 point to 15 point Conversion Chart

Highly Effective	25	15
	24	15
	23	14
	22	14
Effective	21	13
	20	13
	19	12
	18	12
	17	11
	16	11
	15	10
	14	10
	13	9
	12	9
	11	8
Developing	10	8
	9	7
	8	7
	7	6
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

Appendix L

WALTON CENTRAL SCHOOL DISTRICT IMPROVEMENT PLAN FORM FOR TEACHERS (TIP)

Name: _____ Evaluator(s) _____

Position: _____ School District: _____

Date: _____

1. Identify specific deficiencies and recommend areas of growth related to the summative evaluation form.

2. Identify a timeline of completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance, as defined by the Improvement Plan, will be determined.

4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with his/her supervisor, veteran administrator(s), teacher-to-teacher cadres, etc.

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Employee: _____

Date: _____

Evaluator: _____

Date: _____

Appendix A

WALTON CSD'S GROWTH AND LOCAL 20 POINT HEDI BAND

Highly Effective	20	95-100
	19	90-94
	18	80-89
Effective	17	79
	16	78
	15	77
	14	76
	13	75
	12	74
	11	73
	10	72
	9	70-71
Developing	8	68-69
	7	66-67
	6	63-65
	5	62
	4	61
	3	60
Ineffective	2	45-59
	1	21-44
	0	0-20

WALTON CSD'S GROWTH AND LOCAL 15 POINT HEDI BAND

Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	63-64
	6	61-62
	5	59-60
	4	57-58
	3	55-56
Ineffective	2	36-54
	1	19-35
	0	0-18

WALTON CSD'S 25 point to 15 point Conversion Chart

Highly Effective	25	15
	24	15
	23	14
	22	14
Effective	21	13
	20	13
	19	12
	18	12
	17	11
	16	11
	15	10
	14	10
	13	9
	12	9
	11	8
Developing	10	8
	9	7
	8	7
	7	6
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

WALTON CSD'S 25 point to 20 point Conversion Chart

Highly Effective	25	20
	24	19
	23	19
	22	18
Effective	21	17
	20	16
	19	16
	18	15
	17	15
	16	14
	15	14
	14	13
	13	12
	12	11
	11	10
Developing	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

Appendix A

WALTON CSD'S GROWTH AND LOCAL 20 POINT HEDI BAND

Highly Effective	20	95-100
	19	90-94
	18	80-89
Effective	17	79
	16	78
	15	77
	14	76
	13	75
	12	74
	11	73
	10	72
	9	70-71
Developing	8	68-69
	7	66-67
	6	63-65
	5	62
	4	61
	3	60
Ineffective	2	45-59
	1	21-44
	0	0-20

WALTON CSD'S GROWTH AND LOCAL 15 POINT HEDI BAND

Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	63-64
	6	61-62
	5	59-60
	4	57-58
	3	55-56
Ineffective	2	36-54
	1	19-35
	0	0-18

WALTON CSD'S 25 point to 15 point Conversion Chart

Highly Effective	25	15
	24	15
	23	14
	22	14
Effective	21	13
	20	13
	19	12
	18	12
	17	11
	16	11
	15	10
	14	10
	13	9
	12	9
	11	8
Developing	10	8
	9	7
	8	7
	7	6
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

WALTON CSD'S 25 point to 20 point Conversion Chart

Highly Effective	25	20
	24	19
	23	19
	22	18
Effective	21	17
	20	16
	19	16
	18	15
	17	15
	16	14
	15	14
	14	13
	13	12
	12	11
	11	10
Developing	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Building Principal Assessment Summary: Multidimensional Rubric

Name of Principal _____ School Year _____

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				

Overall Rating: Highly Effective Effective Developing Ineffective
(Circle one)

Rubric Performance Levels and Score Scale	
<u>Performance Level</u>	<u>Points ranges negotiated</u>
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Points Awarded 0-60:

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Conversion score for composite
Ineffective 0-49	
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49

Total Average Rubric Score	Conversion score for composite
Developing 50-56	
1.5	50
1.6	50
1.7	51
1.8	52
1.9	52
2	53
2.1	54
2.2	54
2.3	55
2.4	56
Effective 57-58	
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	58
3.1	58
3.2	58
3.3	58
3.4	58
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4	60

Multidimensional Rubric SCORING EXAMPLE

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score	Observation #3 and Evidence Score
Subtotal of Observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column (final scores)	$12/4 = 3$	$3/1 = 3$	$16/5 = 3.2$
Average the Final Scores	$9.2/3 = 3.06$ ($3+3+3.2 = 9.2$)		
Total Score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective (look on conversion chart on next page)		
Sub Component Scores	58		

Total for 60 points:

Walton Central School District Building Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency (Deficiencies) that caused the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and principal with the opportunity for the principal to attach comments.

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

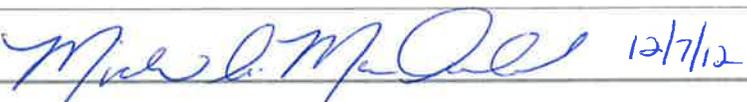
Superintendent Signature: Date:

 12/7/12

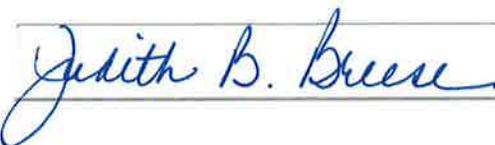
Teachers Union President Signature: Date:

 12/7/12

Administrative Union President Signature: Date:

 12/7/12

Board of Education President Signature: Date:

 12/7/12